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ABSTRACT

This final report describes activities and accomplishments of the FACTS/LRE (Family and Child Transitions into Least Restrictive Environments) project, a 2-year project to promote best practices in the transition process of 3-year-olds with disabilities from early intervention to preschool programs. The project delivered technical assistance to agencies in three states (Illinois, Kansas, and Indiana) and 50 local communities. Technical assistance focused on five components of the transition process: (1) interagency agreements; (2) family involvement; (3) time lines; (4) least restrictive environments; and (5) evaluation. The project resulted in training 39 teams and developing 28 interagency agreements on transition, of which 10 have been signed. Other project accomplishments included development and dissemination of five manuals for family members and practitioners and presentations at conferences. Individual sections of the report describe the project's goals and objectives, conceptual framework, outreach and dissemination activities, logistical problems and their resolution, evaluation findings, impact, and future activities. Appendices provide additional documentation of technical assistance to outreach sites, outcomes of technical assistance in writing interagency agreements, and dissemination and public awareness activities. (DB)

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ED 391 326

FACTS/LRE

Family and Child Transitions into Least Restrictive Environments

FINAL REPORT

U.S. Department of Education
Office of Special Education Programs
Grant Number HD02420001

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II. EXECUTIVE SUMMARY

The agenda of the FACTS/LRE project has been to move service provision for families of young children with special needs closer to the ideal of a "seamless system" by promoting best practices in the transition process at age three. The project has delivered technical assistance (T.A.) to selected agencies at the state and local levels (our "T.A. sites") to help them evaluate their current practices and implement improvements. Our work with T.A. sites has assisted them in implementing improvements structured around five components of the transition process:

- Interagency agreements
- Family involvement
- Time lines
- Least restrictive environments
- Evaluation

In addition to our T.A. site activities, the project promoted awareness of good transition practices through two other channels: (1) the writing and dissemination of publications, and (2) presentations at conferences and other venues not directly related to our T.A. sites. We called these latter functions our "Dissemination and Awareness" activities. The Project Impact summary, found in a later section of this report, details the accomplishments of the project, from January 1993 through September 1995.

T.A. ACTIVITIES

Our T.A. services to sites touched three states (Illinois, Kansas, and Indiana) and more than 50 local communities. During the first 18 months of the project, our point of entry into a community was generally a single agency. Later, we shifted to a team-based training approach, which involved simultaneous work on our part with teams from multiple communities within a given region.

In Illinois, we provided T.A. to thirty four teams by way of our regional, team-based trainings. As of October 15, 23 have written interagency agreements on

transition. Of these written agreements, seven have been signed. Three of five Indiana teams have completed and signed interagency agreements on transition. The outcomes of our Kansas training focused on moving services into less restrictive settings.

In Illinois, over 1,800 children and families will be affected each year by changes in transition practices that result from the agreements. In addition, over 900 staff who serve young children with special needs will be affected each year. In Indiana, the signed agreements have the potential to improve transitions for approximately 392 children per year, and to improve the transition-related practices of at least 95 staff members from involved agencies. In Kansas, the teams that provided data indicated that 190 children from birth to five as well as 61 staff would be impacted by our T.A.

The total number of training events that we delivered to our technical assistance sites (not counting on-site meetings and other less formal events) over the course of the project was 26, with an attendance of approximately 937. Appendix A includes a roster of these training events, with dates, number of participants, and average consumer rating.

DISSEMINATION AND AWARENESS

Our FACTS/LRE Information Series, consisting of five manuals for family members and practitioners, has been well received. As we drafted this Final Report, we reprinted 1000 copies of each of the first three manuals in the series due to continuing demand. We have just begun distribution of the final two manuals in the series: Planning Your Child's Transition to Preschool and Writing an Interagency Agreement on Transition.

We have conducted presentations and workshops in a wide variety of conferences and other venues, other than our T.A. sites. There were approximately 1592 persons in attendance at a total of 26 training or awareness events. Appendix C includes a roster of these presentations, with dates, number of participants, and average consumer rating.

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IV. GOALS AND OBJECTIVES OF THE PROJECT

The overall goal of the project has been to move service provision for families of young children with special needs closer to the ideal of a "seamless system" by promoting best practices in the transition process. This included the goal of assuring not only that children and families would receive services in a timely fashion but that, if eligible for special education, would receive what the law requires: an individualized educational program in the least restrictive environment. In our proposal for funding, we anticipated that our outreach model would provide technical assistance to the State Education Agency and Lead Agency for Early Intervention services, to Parent Training and Information Centers, to administrators of community agencies and programs, to families in these programs whose children are making transitions and to the direct service staffs in the programs who are sending and receiving the children and families. The technical assistance would span entry into early intervention services; transition from early intervention into preschool or other community-based services, such as child care or Head Start services; and transition from preschool into elementary school. Our project has encompassed each of these aims, with one exception: the need for work on transitions for children turning three is so widespread that we have not focused on the transition into early intervention or the transition from preschool to elementary school. However, we have been told by purchasers of our publications that they find them relevant to these other transitions as well.

We conceptualized the delivery of our outreach services according to four constituencies that would be primarily addressed. The following material is excerpted and adapted from our original proposal for funding. We adhered to this general framework throughout the life of the project.

1. State-level Service Goals.

   a. Discussions would occur between the Project Director, Project Coordinator and State agency staff who are responsible for policies and procedures that

ensure that transitions between service programs and in particular between early intervention and preschool programs are occurring in a timely and effective manner.

b. Technical assistance at the State level would be offered, if requested, to identify barriers at the State or local area to effective transition planning and to develop an action plan for reducing and removing such barriers, as well as to increase awareness of the issues.

c. An outcome of technical assistance at the State level could be the development or refinement of State guidelines for transition planning, or an agreement for active public dissemination of those guidelines and encouragement of local communities to develop interagency agreements and guidelines to facilitate their transitions.

2. Local Community level Service Goals.

At the local level, discussions would occur between the Project staff and local agency staff who are responsible for policies and procedures that ensure that transitions between service programs and in particular between early intervention and preschool programs are occurring in a timely and effective manner. In many communities these discussions would occur within the context of the local interagency coordinating council. In communities which lack a council, the key providers and family members who are consumers of these services would be identified and technical assistance provided to initiate regular meetings around the topic of improving transitions between service systems. TA would be targeted at both the development of an interagency agreement and the development of a mission statement and by-laws for a local council. A second level of TA could be to assist local communities in developing an awareness conference on issues associated with transition.

3. Direct Service Agency-level Goals.

Once local guidelines are in place for coordinating transitions, TA would be provided to the participating agencies. A menu of model components would be provided because the needs of agencies and providers would vary depending on the extent to which some transition planning has occurred previously, the age of children served and the kinds of services.

4. Family-level Service Goals.

Effective involvement of families requires a clear awareness by professionals of the concerns and priorities of families in their local communities. In each community, the inclusion of families in the outreach efforts would be promoted. We would request that families who have recently experienced the process of transition or whose children have recently been integrated into a child care setting participate in the outreach discussions and training. (Stipends were included in the budget to compensate family representatives for their time.) Because families in addition to or instead of service providers may also initiate the process of transition planning and of integration of their child in community programs, we would insist that local communities provide the opportunity to include families along with service providers in all TA activities.

V. CONCEPTUAL FRAMEWORK (FINDINGS UNDERLYING OUR APPROACH)

This project synthesized the research and demonstration models developed by staff over the prior 10 years through their involvement in the Kansas Early Childhood Research Institute on Transitions (1988-1992), through a prior demonstration model and outreach project on Building Effective School Transitions (1984-88), from a demonstration model on early intervention (1987-90) and from a variety of other state and federally funded projects that funded research on the integration of children into least restrictive environments. The material disseminated through inservice workshops

and targeted technical assistance was field tested, researched and much of it published during the past six years. Following are selected examples of publications related to the focus of this project, authored by project staff preceding and during the funding of this project. We have extended and expanded our conceptual framework through the addition of several publications, during the life of this project. These emerged both from our work with the project and work closely related to but independent of the project.

Articles

Fowler, S. A. (1988). Transition plans for early intervention: Building bridges between programs. Teaching Exceptional Children, 20, 62-63.

Fowler, S. A., **Chandler**, L. K., Johnson, T. E., & Stella, M. E. (1988). Individualizing family involvement in planning school transitions. Journal for the Division of Early Childhood, 12, 208-216.

Fowler, S. A., Hains, A. H., & Rosenkoetter, S. E. (1989). The transition between early intervention and preschool: Administrative and policy issues. Topics in Early Childhood Special Education, 9(4), 55-65.

Fink, D. B. (1990). The role of schools in federal legislation on school-age child care. Child, Youth, and Family Services Quarterly, 13, 12-17.

Hains, A. H., Rosenkoetter, S. E., & **Fowler**, S. A. (1991). Transition planning with families in early intervention programs. Infants and Young Children, 3, 38-47.

Chandler, L. K., **Fowler**, S. A., & Lubeck, R.C. (1992). An analysis of multiple setting events on the social behavior of preschool children with special needs. Journal of Applied Behavior Analysis 25, 249-264.

Haymes, L. K., **Fowler**, S. A. and Cooper, A. Y. (1994). Assessing the transition and adjustment of preschoolers with special needs to an integrated program. Journal of Early Intervention, 184-198.

Chapters

Hazel, R. & **Fowler**, S. A. (1992). Planning early childhood transitions. In K. E. Allen (Ed.) Mainstreaming in Early Childhood Education, Second Edition (pp. 361-376). Albany, N.Y: Delmar Publishing Co.

Books and Manuals

Fink, D. B. (1991). More Alike Than Different. Trenton, NJ: Department of Human Services.

Gaumer, N. J., **Shapira** [now Bair], P. H., **Fink**, D. B. and others. (1991). Day Care for All Children: Integrating children with special needs into community child care settings. Champaign, IL: Developmental Services Center.

Rosenkoetter, S.E., Hains, A.H., & **Fowler**, S.A.. (1994). Bridging Early Services for Children with Special Needs and their Families: A practical guide for transition planning. Baltimore, MD: Paul H. Brookes Publishing Co. (318 pages)

VI. DESCRIPTION OF OUTREACH AND DISSEMINATION ACTIVITIES

At the heart of the model we proposed were the following five components which we promoted through our T.A. activities, our public awareness presentations, and our publications. These components could be regarded as the short-term objectives that would help communities and states achieve the goals previously identified: (a) the development of interagency agreements at the State agency and community agency levels to ensure that policies and procedures are in place to guide families and providers in navigating the transition process; (b) the development or adaptation of transition planners for families to evaluate their priorities, resources and information needs in order to make informed decisions regarding the next services; (c) the development or adaptation of timelines and guidelines which delineate the roles, responsibilities and philosophies of staff in sending and receiving programs with regard to child assessments, eligibility determination, transition plan development, IEP/IFSP development, transfer of records, program visits by family and staff, etc.; (d)

strategies for promoting the entry and adjustment of young children to integrated community programs and guidelines for staff in the development of developmentally appropriate interventions and routines for young children with developmental delays; and (e) evaluation of the process by the family, direct service staffs and agencies with regard to satisfaction regarding appropriateness of new services, the transition process and planning, timeliness, and cost.

The description of our T.A., dissemination and awareness activities will make it clear that we have consistently incorporated these components into our outreach model.

T.A. TO SITES

Our T.A. services to sites touched three states and more than 50 local communities. To illustrate the nature of our involvement with T.A. sites in some detail, we have attached in Appendix A a sample of our "tracking sheets" for selected outreach sites. In addition to the informal contacts that are reported on the tracking sheets, Appendix A lists the formal workshops and presentations conducted by FACTS/LRE staff across all the sites. The total number of training events that we delivered to our sites (not counting on-site meetings and other less formal events) over the course of the project was 26, with an attendance of approximately 937.

During the first 18 months of the project, our point of entry into a community was generally a single agency. We would assist that agency to examine its current practices and identify needs for improvement. Subsequently, our work typically expanded to include other service providers in the area. Crossroads Rehabilitation Center in Indianapolis, Indiana, and SPARC, of Springfield, Illinois, are good examples of this process.

The tracking sheets for Crossroads show that from September through January, there were two on-site meetings by FACTS/LRE staff with Crossroads staff, and numerous contacts by telephone, mail, and FAX. In February, a meeting for the first time included a second early intervention agency--Noble Centers. In March, FACTS/LRE

staff conducted a presentation for the entire First Steps (local interagency) council. From that point until the signing of the interagency agreement in December, 1994, staff of two special education cooperatives and three LEAs were intensively involved in the T.A., along with Crossroads and Noble Centers. Tracking sheets for SPARC illustrate that our T.A. to that community followed a similar trajectory, but over a shorter time period and with a smaller number of partners. In September 1994, they signed an interagency agreement on transitions.

After gaining experience and success in working in this manner with individual communities (or, more accurately, with individual metropolitan areas composed of several communities), we shifted to a team-based training approach to maximize our impact. New outreach sites recruited after the summer of 1994 participated in team-based training, which involved simultaneous work on our part with separate teams from multiple communities. Teams included staff from local interagency coordinating councils, early intervention programs, public school districts, parents of children who have special needs, and community-based early childhood or child care programs. Four to ten teams came together for training, then received follow-up telephone or on-site assistance, as needed, and then were once again offered on-site assistance at a mutually convenient location.

To implement the team-based training, we worked closely with a partner at the state or regional level, who was responsible for recruitment, registration, and logistics. The tracking sheet for Kansas included in Appendix A illustrates this process. Once the training was completed, we formed direct relationships with the teams, asking each of them before they left the training to identify one person who would be the liaison with FACTS/LRE. We then followed through with individualized telephone assistance to all teams, and provided on-site support as needed.

Below are summaries of the T.A. conducted in all three states, including the single-community training during the earlier phase of the project and the team-based

training followed by individualized T.A. that characterized our work in 1994 to 1995. In addition to tracking sheets and a listing of presentations conducted across all the sites, Appendix A also contains agendas from team trainings and lists of teams that attended Illinois, Indiana, and Kansas trainings.

OUTREACH SITE--STATE OF ILLINOIS

Partners In Delivery Of Technical Assistance Services

In Year 1 and Year 2, the FACTS/LRE project worked with the following sites: Southwest Suburban Cook County (SMA), West Cook County (PAEC/PEIP), Belleville (Primecare), Carbondale and Cairo (Archway/Tot's Territory), Champaign-Urbana Birth to Five Council, and Springfield (FACES). Project staff worked intensively with these sites on a variety of activities including writing interagency agreements around the age three transition, developing family planners to assist with the transition, and evaluating transition practices.

Towards the end of Year 2, we adopted a team training approach. STARNet (formerly known as R*TAS), a statewide technical assistance system funded by the Illinois State Board of Education, assisted us in working with 34 local interagency councils representing over 87 counties in the State of Illinois.

Focus or objectives of team training

Our focus in all sites, whether we worked with a single team or multiple teams, was on the development of interagency agreements between sending and receiving agencies in preparation for children turning three and exiting early intervention.

Location and composition of teams served

The composition of teams varied somewhat from site to site in Year 1 and Year 2. However, as a general rule, project staff worked with representatives from early intervention agencies, local education agencies, and parents of children with special needs.

In Year 3, teams consisting of representatives from early intervention agencies, local education agencies, local interagency councils, Head Start, and parents of young children with special needs attended the regional team based trainings. A list of local interagency councils that have participated in the trainings is attached in appendix .

Time Line of Major Activities

January 1993 to October 1993

FACTS/LRE initiated technical assistance to four sites, two in northern Illinois and two in southern Illinois.

Northern Illinois. In West Cook County, our work began with staff of a single early intervention program, PEIP, then expanded to encompass the drafting of an interagency transition agreement between PEIP and a single special education cooperative, PAEC. In South Cook County, our work began with staff of SMA, an organization that served children birth-to-three and three to five. Then it expanded to encompass all the sending and receiving agencies in their LIC (five early intervention programs and more than 50 LEAs) before shrinking back to a small number of senders and receivers that were committed to working on agreements.

Southern Illinois. We worked with Prime Care, an early intervention program in Belleville. We worked in Cairo and Carbondale with two early intervention agencies, Tot's Territory, and Archway. Although we convened larger meetings that included representatives of the LEAs in each of these southern sites, the focus of T.A. remained largely on the improvement of family involvement practices by the early intervention programs, through use of our planners for family involvement.

It is noteworthy that staff associated with all four of these early T.A. sites returned to participate (and in some instances to take leadership) in the team-based training to which they were invited during Year 3.

January 1994 to August 1994

FACTS/LRE staff conducted an evaluation of the transition practices in Champaign-Urbana. Seventeen families whose children had exited early intervention in the previous year were interviewed to learn about their experiences. A summary report was presented to the Birth to Five Council.

March 1994 to September 1994

FACTS/LRE staff worked on site with FACES, the local interagency council in Springfield to write an interagency agreement. The agreement was signed and implemented in October 1994.

November 1994 to August of 1995

FACTS/LRE staff conducted four regional trainings across the State of Illinois. STARNet regions I,II, III, and IV received trainings. The trainings took place over the course of two days. A time period of 8 to 10 weeks transpired between the first and second day of the trainings.

The format of the trainings was as follows:

Day 1 - Participants became familiar with issues related to transition. Participants received information about the legal requirements of transition and learned about the process of writing an interagency agreement. Participants began drafting their own agreement.

Day 2 - Participants returned to workshop after 8 - 10 weeks with a draft of their agreement. Teams reported on their progress and discussed problems with FACTS/LRE staff and other participants. Teams had the opportunity to work on their agreements with guidance from FACTS/LRE staff. Information on how to obtain signatures to the agreement and how to monitor the agreement was provided. Sample agendas for the training sessions are attached.

This format was adopted to give teams time to draft agreements between the first and second day of training. FACTS/LRE staff provided technical assistance to teams during this interim period as they worked on their agreements and also were available for on-site and phone consultation after the second training to assist teams in completing, signing, and monitoring their agreements. Technical assistance took many forms, including, but not limited to, providing written materials to teams, reviewing drafts of agreements, and going on site to facilitate meetings of the transition team. This assistance was available between the trainings, and for approximately one year after the second training.

Outcomes

Interagency agreements

The three sites with which we worked intensively in Year 1 and Year 2 (SMA, PACE/PEIP, FACES) have all signed and implemented their interagency agreements. Twenty three of the thirty four teams that attended our regional trainings in Year 3 in Illinois have written interagency agreements on transition. Of these, seven have been signed. The remaining written agreements are in the process of being signed. The FACTS/LRE staff continues to work with the eleven teams that are still writing their agreements. It should be noted that many communities report improved transition practices, as well as increased collaboration and cooperation between agencies as a result of the training, even in communities where the agreement has yet to be signed. Appendix B contains sample, signed agreements from Rock Island and Mercer Counties, McLean County, and Will and Grundy Counties.

We conservatively estimate based on information provided to us by our technical assistance sites, that over 1,800 children and families will be affected each year by changes in transition practices that result from the agreements. In addition, over 900 staff who serve young children with special needs will be affected each year.

Family Planners

Two sites, Archway and Tot's Territory, piloted the family planners. One local interagency council reviewed the planners and made suggestions for changes. Based on the feedback we received, the family planners were revised and included in our new publication, Planning Your Child's Transition to Preschool: A Step-by-Step Guide for Families. The planners are also being used in several sites in the state.

Evaluation

FACTS/LRE staff presented evaluation information to the Birth to Five Council in Champaign-Urbana on their transition practices as well as family perceptions and satisfaction with transition. Recommendations on ways to improve transitions for children and families were made. A journal publication is currently in preparation to report results of the evaluation.

Evaluation of the impact of regional training and technical assistance for writing interagency agreements is currently in process. We are conducting exit interviews with a key contact in each participating local interagency council and we are analyzing the content of all agreements. A journal article will be written based on this data.

Leadership development

A team of individuals who participated in writing the FACES agreement conducted part of the regional team trainings in each STARNet region. These individuals were part of a panel discussion designed to familiarize participants with practical issues related to writing an interagency agreement. In this way, FACTS/LRE provided an opportunity for those who have gained experience over the course of our work with them to become recognized as leaders within and outside of their own communities.

In addition, ideas developed by individuals with whom we have worked have been utilized (with attribution and permission) in FACTS/LRE presentations and publications. For example, a survey designed by the Rock Island & Mercer Counties Local Interagency Council to assess family satisfaction with transition is now routinely

used in our trainings. Excerpts from various agreements have been included in our latest publication, Writing an Interagency Agreement on Transition: A Practical Guide, which is based upon our experience of providing team-based training across the State of Illinois. Three team members from Bloomington, veterans of our team training, presented with FACTS/LRE staff at a statewide conference, "Sharing a Vision Early Childhood Conference" in October 1995. In these ways, selected participants in our trainings see that the ideas they generate through our training may have a beneficial impact on the field as a whole.

OUTREACH SITE--STATE OF INDIANA

Partners In Delivery Of Technical Assistance Services

Crossroads Rehabilitation Center, Marion County First Steps Council, statewide First Steps (Part H)/Step Ahead system, West Central Region First Steps/Step Ahead Councils, Great Lakes RAP (Resource Access Project)

Focus or objectives of team training

Our focus, both in Marion County and in west central Indiana, was on the development of interagency agreements between sending and receiving agencies in preparation for children turning three and exiting early intervention.

Location and composition of teams served

Our first team was comprised of staff from two early intervention programs in Marion County (Indianapolis and vicinity), four school corporations and cooperatives, parents and representatives of other health and social welfare agencies. Later, four teams participated in a regional training in west central Indiana, consisting of early intervention, First Steps coordinators, Head Start, Migrant Head Start, and local education agencies.

Time Line of Major Activities

Fall to winter, 1993-94

Consultation between FACTS/LRE and Crossroads to establish goals of training and identify key players

March to June 1994

Presentation to the First Steps Council of Marion County on Interagency Agreements for Transition, followed by a series of meetings to write an interagency agreement, with FACTS/LRE staff facilitating.

July to December, 1994

Transition Committee of Marion County First Steps Council completes its agreement, as FACTS/LRE staff fades its central role. Signing of agreement is celebrated with a "signing party."

December 1994

FACTS/LRE staff participate in statewide early childhood forum in Indianapolis, distributing information to regional leaders in hopes of identifying one or more regions in which to conduct team training on transition interagency agreements. Leadership from west central Indiana decide to invite FACTS/LRE to conduct training in their region.

March 1 and April 26, 1995

Team training on writing interagency agreements on transition is conducted in Lafayette, Indiana. Four teams of four to twelve persons participate, plus a few unaffiliated individuals. Follow-up consultation is made available on-site or by telephone during the summer.

August 24, 1995

One member of FACTS/LRE staff (Dale B. Fink) delivers keynote address and presents breakout session on transitions for Regional Forum held in New Haven, for Northeastern Indiana.

Outcomes

Interagency agreements

Marion County has a signed agreement. Two of the four teams (each representing a single county) that attended training in Lafayette have signed agreements. One other (representing multiple counties) has an agreement that is, as of this writing, not signed. According to data provided to us by team members, the signed agreement have the potential to improve transitions for approximately 392 children per year, and to improve the transition-related practices of at least 95 staff members from involved agencies.

Migrant Head Start Transitions

The Migrant Head Start Bureau and the Migrant RAP (Resource Access Project) on a national level have decided to concentrate on piloting the development of interagency agreements on transition with service providers and schools in Indiana. The choice was a result of the participation of Migrant Head Start in our west central Indiana training.

Leadership development

A team of four people who participated in writing the Marion County agreement conducted part of the training in west central Indiana. In this way FACTS/LRE provides an opportunity for those who have gained experience over the course of our work with them to become recognized as leaders within and outside of their own communities.

In addition, ideas developed by team members in Tippecanoe County and Marion County have been utilized (with attribution and with their permission) in publications and other presentations. Moreover, the Tippecanoe County Interagency Agreement was being used as a centerpiece in the Migrant Head Start Transition Training (see above). In these ways, selected participants in our training can begin to experience that the ideas they generate through our training may have a beneficial impact on the field as a whole.

SUMMARY OF TECHNICAL ASSISTANCE

OUTREACH SITE--STATE OF KANSAS

Partner In Delivery Of Technical Assistance Services

Kansas Inservice Training System (KITS) of Kansas University Affiliated Program (KUAP) arranged logistics and recruited teams.

Focus or objectives of team training

Understanding issues related to provision of services in natural settings and least restrictive environments was the focus of the training. The objective was to support the paradigm shift for birth-to-three and for public schools toward collaboration with community-based preschool settings.

Location and composition of teams served

Our team training was delivered to early intervention and public school staff in Southeast Kansas. Participants included one team of approximately ten members from the Birth to Three program, and six teams from special education cooperatives, with five to seven members on each team. (There were actually four cooperatives, but two of them subdivided themselves geographically.)

Time Line of Major Activities

May to July, 1994

Consultation and correspondence between FACTS/LRE and Kansas University Affiliated Program to establish goals, content, composition and logistics of team training

October 17-18, 1994

2 full days of training for 7 teams, Parsons, Kansas, implemented by 3 FACTS/LRE staff

November to December, 1994

Distribution of follow-up materials to all training participants, and telephone consultation to team contacts

May 5-6, 1995

One-day follow-up training for team members who requested it, and one day for community-based preschool providers seeking to develop partnerships with teams previously trained.

Outcomes

Each team drew up a list of "next steps" which they identified. Here are some examples:

- Develop written agreements with community sites
- Explore options for scholarships for children attending community sites
- Involve day care staff in assessment and IEP development
- Change play group schedule to facilitate greater contact with community sites
- Promote public awareness of community options through speaking and distributing information at PTA, well baby clinics, WIC, Cooperative Extension

Each of these steps, if taken, would be important indicators of the impact of our training. Unfortunately, our attempts to assess the teams' follow-up on these steps were not very successful. The individuals who took responsibility for being our "team contacts" were not responsive to our inquiries by telephone, fax, and correspondence.

We can report anecdotally that, according to our colleagues at KITS/KUAP, teams were continuing to make progress on their goals over the course of the year.

DISSEMINATION/AWARENESS ACTIVITIES

PUBLICATIONS

Our FACTS/LRE Information Series has been well received and widely disseminated. In Kansas, Indiana, Washington, and Illinois, state agencies have distributed one or more of our manuals statewide. Appendix C includes a partial listing of those who have received our first publication, Interagency Agreements, by state and by recipients' type of organization (or family member), during a one year period. Dissemination of our second and third manuals, Entering Preschool and Facilitating

Inclusion in Community Settings, have been equally widespread, to the extent that we made plans to reprint 1000 copies of each of the three manuals as we drafted this Final Report. In the summer of 1995, we completed the final two manuals in our Information Series: Planning Your Child's Transition to Preschool and Writing an Interagency Agreement on Transition. These will be printed and distributed as part of our new three year funded project.

Besides our in-house publications, we have utilized other channels for awareness. We have published a two-part article on transitions in Connections, a nationally circulated Cooperative Extension publication. The Exceptional Parent magazine, based in Boston, published an adapted version of our manual #2, Entering Preschool, in February 1995. Teaching Exceptional Children published an article we submitted on the use of culturally sensitive practices in early intervention. Journal articles by Hadden and Fowler (1995) and Fink, Fowler and Wischnowski (1995) are currently in submission, and several others are in preparation.

Attached in Appendix C are publications # 1 through#4 of our Information Series, and a pre-publication version of #5.

PRESENTATIONS AND WORKSHOPS

We have conducted presentations and workshops in a variety of conferences and other engagements, other than our T.A. sites, for policy makers, practitioners and family members. In collaboration with other organizations, three FACTS/LRE staff developed and implemented a statewide training to promote inclusive child care during 1994 to 1995. This was funded and sponsored by the Illinois Planning Council on Developmental Disabilities and the Illinois Department of Children and Family Services.

There were approximately 1592 persons in attendance at a total of 26 training or awareness events unrelated to our T.A. sites. Appendix C includes a roster of these presentations, with dates, number of participants, and average consumer rating.

VII. LOGISTICAL PROBLEMS AND HOW THEY WERE RESOLVED

Here we discuss four noteworthy discrepancies between the way we proposed to implement our outreach model and the way we actually implemented it.

Selecting from among the five components

First, our technical assistance was implemented in a more fluid and flexible way than we described in Sections IV-D and IV-E of our original proposal. We identified to each of our technical assistance recipients the five components that comprise our model: (a) interagency agreements; (b) transition planners for family involvement; (c) timelines and guidelines; (d) strategies for promoting the entry and adjustment of children into inclusive community settings; (e) evaluation of the process. However, we found that those on the front lines of service delivery were, in general, far from achieving best practices in any one of these areas, and not ready to make a commitment to work on all five of the components, as we had envisioned. After our initial consultation with them, we typically made a joint decision with them to work toward improvement in one or two of these areas--not in all five.

Involvement with local interagency councils and their member agencies.

Section III-C-2 of our proposal indicated that we would develop procedures that applied to all agencies in a local interagency council (LIC) before working on the problems of a single sending or receiving agency. In practice, however, a decision about how much to involve the entire LIC and how much to involve ourselves with single agencies was made on a case-by-case basis. To illustrate this point: We worked with two separate sites in Cook County, Illinois, which fell under two separate LICs. We had extensive involvement with the LIC in one site from the very beginning (Greater Interagency Council, GIC). But in the other site, we worked extensively on the writing of an interagency agreement

between two member agencies, PEIP (a sending agency) and PAEC (a special education cooperative). Only in the third year of our project did we begin working with the other member agencies of the LIC (the West Cook County LIC), as we incorporated them into our team-based T.A.

Promoting inclusion of children in less restrictive settings

The idea of meeting the spirit and letter of IDEA by developing more options for children in community-based, early childhood environments drew mild interest from many of our sites. Manual #3 in our FACTS/LRE Information Series, Facilitating Inclusion in Community Settings, was devoted to this component of our model. However, this component did not become a primary focus of our technical assistance in most of our sites, as LICs and individual agencies generally expressed a preference to develop more effective collaborative relationships between sending and receiving organizations before taking on that issue. The exception to this was in Kansas, where the focus of our T.A. was explicitly on this component of the model.

While it was not a major T.A. focus, FACTS/LRE staff have promoted this component of our model through our presentations at conferences and in allied training activities not designed specifically for our T.A. sites. In particular, three staff took part in a major initiative supported by our state's Developmental Disabilities Planning Council to train a cadre of "inclusion leaders" to promote inclusive child care practices across the state, and to build links between LEAs and community-based providers of care and education. In addition, two of our staff studied a child care and early childhood special education "co-location," in which a public school relocated an early childhood special education classroom into a private child care center and attempted to carry out integrated programming. This study enabled us to better understand the barriers that exist

and the solutions involved in transitioning more early childhood students into community settings. An article based on this study is in submission.

Increasing our impact through team-based T.A.

As discussed earlier, we originally anticipated working with individual local interagency coordinating councils, or with some or all of the agencies affiliated with that one council. That is how our work proceeded for the first 18 months. Subsequently, however, we adapted our model to a different format: regional, team-based training. We came to this idea after discovering the intermittent capacity of some local sites to receive T.A. When an LIC experiences turnover in its staff, or a state department of education initiates new policies that impact on local agencies, some local communities are not able to move forward in receiving T.A. services or in maintaining a focus on work which they have already begun. Moreover, we recognized that local service providers were somewhat isolated, and that while they appreciated what we could bring them as representatives of a state university and a federally-funded project, we also believed they would benefit from the synergy that would be generated by being at a location with other teams, similarly composed of parents and agency and school representatives.

As discussed already in the description of outreach activities, these perceptions were greatly confirmed and rewarded over the final year of the project. We were able to initiate T.A. with five to ten teams simultaneously, eventually working in four regions in Illinois, one in Kansas, and one in Indiana. Some teams moved vigorously forward; others experienced weeks or months of "down-time" before being ready to resume the work. We made judicious use of our time in supporting those who were moving ahead, coaxing those that were stalled, and helping to defuse and untangle turf and personality issues that arose

in some of the communities. There was no doubt our impact grew immensely as we made this change in the format of our operation.

VIII. EVALUATION FINDINGS

1. Public Awareness.

We have achieved high satisfaction ratings from consumers of our presentations See ratings in Appendix A (for T.A. sites) and Appendix C (for other training and public awareness events.)

2. Interagency Agreements.

(a) We have been successful in supporting 66% of our teams through team based training to write interagency agreements. We anticipate that 90% of the teams will complete their agreements.

b)Staff are in the process of identifying supports and barriers to writing an interagency agreement. One study by Wischnowski (1995) identified 25 supports and 31 barriers to interagency collaboration around age 3 transition. Supports and barriers shifted across time. Wischnowski interviewed 4 representatives each from four interagency teams, charged with writing a transition agreement. The interviews took place on three occasions: before writing the agreement, 2 months later while teams were actively engaged in writing and again 2 months later when teams had finished writing the agreement. The study is currently being written for submission as a journal article.

A second study is underway in which the liaison for all teams participating in our training are being interviewed 6 months after training has ended in order to determine the impact of training and the written transition agreement on actual practice.

3. Family Involvement.

An evaluation of family involvement in transition planning, conducted with 20 families, revealed a lack of systematic information sharing on

knowledge by families of the process. The results of this study have been presented at several conferences in Illinois, have provided background for the development of the manual on Family Involvement in Transition Planning (#4 in our Information Series), and will be submitted for publication review to Topics in Early Childhood Special Education.

IX. PROJECT IMPACT

Data on the impact of the project are embedded within the descriptions of outreach and dissemination activities in an earlier section of this report. Some of the highlights are as follows.

Illinois

Three sites with which we worked intensively in Year 1 and Year 2 signed and implemented their interagency agreements on transition. Twenty-three of thirty-four teams who attended our regional trainings in Year 3 in Illinois have written interagency agreements on transition. Of these written agreements, seven have been signed. The remaining written agreements are in the process of being signed. The FACTS/LRE staff continues to work with the eleven teams that are still writing their agreements. It should be noted that many communities report improved transition practices, as well as increased collaboration and cooperation between agencies as a result of the training, even in communities where the agreement has yet to be signed. Over 1,800 children and families will be affected each year by changes in transition practices that result from the agreements that have been signed. In addition, over 900 staff who serve young children with special needs will be affected each year in those communities.

Indiana

The one site with which we worked intensively has a signed agreement on transition. Two of the four teams (each representing a single county) that attended training in Lafayette have signed agreements. One other (representing multiple counties) has an agreement that is, as of this writing, not signed. The signed agreements

have the potential to improve transitions for approximately 392 children per year, and to improve the transition-related practices of at least 95 staff members from involved agencies.

Kansas

Plans included the development of written agreements between special education cooperatives and community sites, the exploration of options for scholarships for children attending community sites, the involvement of day care staff in assessment and IEP development, changing play group schedules to facilitate greater contact with community sites, and promoting public awareness of community options for early childhood special education students through speaking and distributing information at PTA, well baby clinics, WIC, and Cooperative Extension.

Leadership development

In Illinois and Indiana, the development of new and emergent leadership has been an important project outcome. A team of individuals who participated in writing one of our first Illinois agreements conducted part of the regional team trainings in each region. A team from our Indianapolis site conducted part of the training in west central Indiana. Three team members from Bloomington, Illinois, veterans of our team training, presented with FACTS/LRE staff at a statewide conference, "Sharing a Vision Early Childhood Conference" in October 1995. In this way FACTS/LRE provides an opportunity for those who have gained experience over the course of our work with them to become recognized as leaders within and outside of their own communities.
In these ways, selected participants in our training can begin to experience that the ideas they generate through our training may have a beneficial impact on the field as a whole.

In addition, ideas developed by individuals with whom we have worked have been utilized in FACTS/LRE presentations and publications. For example, a survey designed by one Local Interagency Council to assess family satisfaction with transition is now routinely used (with permission and attribution) in our trainings, as is a birthday card

for two-year olds in early intervention, developed by one of our Indiana sites. Thus, participants in our trainings see that the ideas they generate may have value for the field as a whole.

Migrant Head Start Transitions

The Migrant Head Start Bureau and the Migrant RAP (Resource Access Project) on a national level have decided to concentrate on piloting the development of interagency agreements on transition with service providers and schools in Indiana. The choice was a result of the participation of Migrant Head Start in our west central Indiana training. We were told that the Tippecanoe County Interagency Agreement was being used as a centerpiece in the Migrant Head Start Transition Training.

X. FUTURE ACTIVITIES

We have been refunded for three years (October 1995-September 1998). We plan to reach closure with Illinois and Indiana sites this fall and to initiate new outreach training to regional sites via team based training in Washington State (November 1995) and in Texas and Massachusetts (Spring 1996).

XI. ASSURANCE STATEMENT

This is to assure you that in addition to the three copies of this report being forwarded to the Office of Special Education Programs, a full copy of this report has also been sent to the ERIC Clearinghouse. Copies of the title page and executive summary have been sent to NEC*TAS, to NICHCY, to the regional resource centers and all others specified in a communication from OSEP, dated October 31, 1995.

Appendix A

Documentation of Technical Assistance to Outreach Sites

1. Sample tracking sheets from 3 T.A. sites
2. Sample agendas from team-based trainings
3. Roster of formal training and presentations conducted at outreach sites

(INDIANA)

Technical Assistance
(other than workshops or presentations)
to Crossroads Rehabilitation Center
January, 1993 - December, 1994

Date	Nature of Contact	FACTS/LRE Staff	Contact or # of Attendees	Topic or Anticipated Outcomes
1-6-93	Letter received	Susan Fowler	From Linda Blong, Indiana Parent Information Network	Expressed interest in FACTS/LRE.
7-27-93	Phone call	Dale Fink	L. Blong	Step Ahead Council; Crossroads Rehabilitation Center; general discussion of common interests.
7-30-93	Letter	D. Fink	L. Blong	Sent copy of Toward New Strategies for Inclusion. Prospect of working with an organization in Marion County, IN, as a FACTS/LRE site.
7-30-93	Phone call	D. Fink	Bonnie Toth, Children's Services Director	Coordinates Part H & Part B e.c. for Crossroads Rehabilitation Center; Co-chairs Marion County. First Steps ICC. Referred by Linda Blong, as a possible FACTS/LRE site.
7/30/93	Fax	D. Fink	B. Toth	Project description sent.
9/23/93	Phone call	D. Fink	Jim Vento, President & CEO, Crossroads Rehabilitation Center.	Discussed SICC, he is Chair.
9/23/94	Phone call	D. Fink	Maureen Greer, Indiana First Steps Project Director & Part H Coordinator	Talked briefly about sending materials we have now and more as they are developed.
10/14/93	Letter	D. Fink	L. Blong	Correspondence and brochure.
10/20/93	Fax	D. Fink	From B. Toth	Crossroads Children's Services Brochure and cover letter with brief outline of Crossroads Children's Services Division.
11/3/93	Letter	D. Fink	M. Greer	Offering technical assistance to Crossroads.
11/27/93	On-site meeting	D. Fink	B. Toth	Developed plan for technical assistance.
12/9/94	Phone call	D. Fink	B. Toth	Plan site visit.
12/17/93	Letter	D. Fink	B. Toth	Summary of skeleton outline of steps for technical assistance.

1/5/94	Phone call	D. Fink	B. Toth	Finalize plans for 1/7 Site visit.
1/7/94	Site visit	D. Fink & Mike Wischnowski	B. Toth	Observe various program activities.
1/10/94	Letter	D. Fink & M. Wischnowski	B. Toth	Thank you note.
1/10/94	Meeting	D. Fink & M. Wischnowski		De-brief and plan next step.
1/19/94	Meeting	D. Fink & M. Wischnowski		Plan times with Mike; call Bonnie for future steps.
1/26/94	Meeting	FACTS/LRE Staff		Discuss next steps.
2/3/94	Phone call	D. Fink	B. Toth	Plan 2/8 meeting.
2/8/94	On-site meeting	D. Fink & M. Wischnowski	B. Toth, 2 other Crossroads staff & 2 Noble Centers staff	Planned for technical assistance on 3/17 and 4/20 to develop interagency agreements.
2/15/94	Letter	D. Fink	B. Toth	Summary of 2/8 meeting and plans for 3/17 and 4/20.
2/16/94	Meeting	D. Fink & M. Wischnowski		Discussed plans and letter.
2/22/94	Phone calls	D. Fink & M. Wischnowski	B. Toth	Plan for 3/17 event.
2/23/94	Phone calls	D. Fink	B. Toth	Plan for 3/17 event.
2/28/94	Phone call	D. Fink	B. Toth	Plan for 3/17 event.
3/2/94	Letters	D. Fink	Nancy Beatty & Chris Wright	Recruiting speakers for 3/17 event.
3/3/94	Agenda	D. Fink		Draft of 3/17 agenda.
3/7/94	Phone calls	M. Wischnowski	Nancy Zimmerman, Nancy Munson & B. Toth	Recruiting speakers for 3/17 event.
3/8/94	Letters	M. Wischnowski	N. Zimmerman & N. Munson	Confirming role in 3/17 event
3/15/94	Meeting	D. Fink & M. Wischnowski		Develop plans for 3/17; finalize agenda.
3/16/94	Fax & Phone call	D. Fink	B. Toth & Marty Blake	Preparations for 3/17.
3/17/94	Presentation	D. Fink & M. Wischnowski	Marion County . First Steps	Presentation to LIC on interagency agreement.
3/30/94	Correspondence	D. Fink	B. Toth & Marissa Manlove	Regarding 4/20 meeting. Requesting information for site cover sheet.

4/14/94	Phone call	D. Fink	B. Toth	Plans for 4/20 meeting.
4/22/94	Phone call	D. Fink	Support Staff to B. Toth	Requested current statistics on their services.
4/29/94	FAX	D. Fink	from B. Toth	Demographics & statistics for "cover sheet"
5/3/94	Phone call	D. Fink	B. Toth	Thanks for demographic information.
5/4/94	Phone call	D. Fink	B. Toth	Plan for 6/2 meeting on interagency agreements. Plan for breakfast meeting 5/19 on-site.
5/12/94	Phone call	D. Fink	Tamyra. Freeman, IPIN	Indiana as possible site for team-based technical assistance.
5/17/94	Phone call	D. Fink	Marilyn Hart, LIC staff	Plan room arrangements and catering schedule for 6/2 meeting on interagency agreements.
5/17/94	Letter	D. Fink	B. Toth	Letter to be distributed to all who attended 4/20 meeting to prepare for 6/2 meeting.
5/18/94	Phone	D. Fink	Anita Smith, Asst. to M. Greer	Results of 5/5 meeting. They are interested in our team-based training.
5/19/94	On-site meeting	D. Fink	B. Toth	Plan for meeting on interagency agreements 6/2.
5/26/94	Phone call	D. Fink	M. Hart	Discussed distribution for letter, number attending 6/2 meeting and plans for lunch and breaks.
	Phone call	D. Fink	B. Toth	Revisions of interagency agreements.
6/1/94	Phone call	D. Fink	M. Hart	Final plans for meeting on interagency agreements.
6/2/94	On-site meeting	D. Fink, Sarah Hadden, M. Wischnowski	20 people	Interagency Agreements-all day retreat.
6/7/94	Phone call	D. Fink	from B. Toth	Pam Payne's interview in evaluating our technical assistance.
	Phone call	D. Fink	Pam Payne	Scheduling an interview with B. Toth.
6/9/94	Letter & FAX	D. Fink	B. Toth & M. Manlove	Draft of interagency agreement from 6/2 retreat.
8/9/94	Phone call	D. Fink	B. Toth	Reported on progress of transition committee on interagency agreements
10/4/94	Phone call	D. Fink	M. Manlove	Update on interagency agreement, also information re: agreements with community sites for use in Kansas.
10/5/94	Phone call	D. Fink	B. Toth	Update on interagency, letter of support for new grant.

11/10/94	Phone call	D. Fink	B. Toth	Status of agreement signing. Support for new FACTS/LRE grant.
11/16/94	Phone call	D. Fink	Sarah Steenrod	Celebration and signing of agreement.
11/22/94	Phone call & letter	D. Fink	Dawn Copas	Parent who has joined First Steps Council and favors inclusion.
12/5/94	Phone call	D. Fink	from B. Toth	Review current developments & plans for "Signing Party".
12/6/94	On-site meeting	D. Fink & M. Wischnowski	Marion County First Steps Council, 25 attendees	"Signing Party" for Interagency Agreement in Transitions. Brief review of how we got to the point of having an interagency agreement and where we are going next. A "pep talk".

(ILLINOIS)

Technical Assistance
(other than workshops or presentations)

to SPRINGFIELD ARC (SPARC)
February, 1994 - October, 1994

Date	Nature of Contact (e.g., phone, FAX, on-site, etc.)	FACTS/LRE Staff	Contact or # of Attendees	Topic or Anticipated Outcomes
2/3/94	Phone call	Mike Wischnowski	Char Ward, Regional Technical Assistance System (R*TAS)	Inquiry about availability of technical assistance.
2/10/94	Phone call	M. Wischnowski	C. Ward	Set up meeting of birth - 3 staff and school.
3/1/94	Phone call	M. Wischnowski	C. Ward	Discussed preparations for meeting.
3/3/94	On-site meeting	M. Wischnowski	SPARC staff	Interagency agreements on transition discussed.
3/7/94	FAX	M. Wischnowski	E.I. Directors Project Apples	Minutes of 3/3 meeting, summarizing key issues.
3/15/94	Phone call	M. Wischnowski	Debbie Hoge, SPARC	To set up 6/ 8 meeting to work on interagency agreements.
4/5/94	Phone call	M. Wischnowski	D. Hoge	Requested evaluation data and letter of intent.
5/10/94	Phone call	M. Wischnowski	D. Hoge	Tracking information.
5/16/94	Phone call	M. Wischnowski	D. Hoge	More tracking information.
6/8/94	On-site visit	M. Wischnowski	D. Hoge	Site visit.
6/9/94	FAX/Phone call	M. Wischnowski	D. Hoge	Follow up on I.A.
6/21/94	Phone call	M. Wischnowski	D. Hoge	Follow up on I.A.
6/22/94	Phone call	M. Wischnowski	D. Hoge	Follow up on I.A.
7/5/94	Phone call	M. Wischnowski	Patty Faughn, SPARC EI Program Director	Set-up meeting.
7/6/94	On-site visit	M. Wischnowski & Sarah Hadden	7 people	Writing interagency agreement.
7/7/94	Phone call	M. Wischnowski	Dee Janis, Springfield LIC Coordinator	Wishes to be part of planning group.
7/15/94	Phone call	M. Wischnowski	P. Faughn	Check on date? Dee coordinating now.
7/20/94	Phone call	S. Hadden	D. Janis	Set up meeting.
7/21/94	On-site visit	M. Wischnowski & S. Hadden	6 people	Finish draft.
7/29/94	Phone call	M. Wischnowski	D. Janis	Update on LIC involvement.

8/4/94	Phone call	M. Wischnowski	D. Janis	Update on early intervention comments.
8/5/94	FAX	M. Wischnowski	D. Janis	Corrected copy of draft.
8/8/94	FAX	M. Wischnowski	D. Janis	Comments from EI providers.
	Phone call	M. Wischnowski	D. Janis	Changed next meeting date.
8/12/94	Phone call	M. Wischnowski	D. Janis	Discussed next steps.
8/15/94	Phone call	M. Wischnowski	D. Janis	Meeting preview.
8/16/94	On-site visit	M. Wischnowski	8 people	Review draft.
8/18/94	FAX	M. Wischnowski	D. Janis	New draft sent.
8/22/94	On-site visit	M. Wischnowski	7 people	Review draft.
8/23/94	FAX	M. Wischnowski	Cheryl Gregory, Land of Lincoln UCP	New draft sent.
	Phone call	M. Wischnowski	C. Gregory	Talk over next steps.
9/1/94	Phone call	M. Wischnowski	D. Janis	Update on I.A.
9/13/94	Phone call	M. Wischnowski	D. Janis	Move to sign I.A.
9/28/94	Phone call	M. Wischnowski	D. Janis	Signed agreement!
10/5/94	Phone call	M. Wischnowski	D. Janis	R*TAS presenter.
	Phone call	M. Wischnowski	Pat Paul, SD 186	R*TAS presenter.
	Phone call	M. Wischnowski	P. Faughn	R*TAS presenter.
10/10/94	Phone call	M. Wischnowski	C. Gregory	R*TAS presenter.

Technical Assistance

(other than workshops or presentations)

to KANSAS INSERVICE TRAINING SYSTEM/KANSAS UNIVERSITY AFFILIATED PROGRAM (KITS/KUAP)

April, 1994 - October, 1994

Date	Nature of Contact (e.g., phone, FAX, on-site, etc.)	FACTS/LRE Staff	Contact or # of Attendees	Topic or Anticipated Outcomes
4/1/94	Phone call	Dale Fink	Juliann Cripe, Director, Kansas Inservice Training System/Kansas University Affiliated Program	Initial inquiry about technical assistance.
4/1/94	Letter	D. Fink	J. Cripe	Information about our technical assistance for her to distribute.
4/19/94	Phone call	D. Fink	J. Cripe	She has 2 sites possible; I propose new concept of team training.
4/27/94	Phone call	D. Fink	Vera Stroup, Technical Assistance Coordinator, KITS	They have 5-7 teams interested in team training with emphasis on LRE component. We discussed the time table for fall training.
5/4/94	FACTS/LRE meeting	All staff		Figure out dates for Kansas training and for staff retreat for planning.
5/13/94	Phone call	D. Fink	V. Stroup	Tried to call to finalize training dates and 7/22 staff retreat. She will call me after 5/23.
5/16/94	Phone call	D. Fink	V. Stroup	Discussed team training dates.
5/25/94	Phone call	D. Fink	V. Stroup	Training time table; budget issues and I requested copies of information about KITS.
6/15/94	Phone call	D. Fink	V. Stroup	Firm up dates for team training.
	Phone call	D. Fink	from V. Stroup	Dates for training
6/16/94	Phone call	D. Fink	V. Stroup	Confirm dates; agreed to exchange information and draft of agenda for training.
6/20/94	Letter	D. Fink	V. Stroup	Cover sheets for Kansas sites.
7/13/94	Phone call	D. Fink	V. Stroup	Outcomes of proposed training.
7/14/94	FAX & Phone call	D. Fink	V. Stroup	Outcomes of proposed training.
7/20/94	Phone call	D. Fink	V. Stroup	Not ready to do agenda until after 7/22.
8/10/94	Phone call	D. Fink	V. Stroup	Continue to plan training agenda & my visit to the site.
	Phone call	D. Fink	Julie Bruington (from one of LEA's)	Tried to call to discuss team training.

8/11/94	Phone call	D. Fink	Carol Samerad (a teacher who will attend training)	Learn about her issues and experience with inclusion.
9/2/94	Letter	D. Fink	V. Stroup	Finalize training agenda.
9/2294	Phone call	D. Fink	V. Stroup	Revisions of training agenda.
10/4/94	FAX	D. Fink	V. Stroup	Revised agenda for 10/17 and 10/18.
10/7/94	Meeting at DEC Conference, St. Louis, MO	D. Fink & Helen Bair	V. Stroup, J. Cripe & Dave Lindeman of KUAP	Final planning for 10/17 & 18.
10/17/94	On-site	D. Fink, H. Bair & Lisa Stahurski	50 attendees	Team Training on transitions, more natural settings and least restrictive environments.
10/21/94	FAX	D. Fink	J. Cripe	Billing FACTS/LRE for stipends.
10/24/94	Letter	D. Fink	from J. Cripe	Summary of debriefing, 10/18.
11/9/94	FAX	D. Fink	V. Stroup	Letter to all training participants.
11/16/94	Letter	D. Fink	KUAP & all 45 participants	Plans for following technical assistance.
12/8/94	Phone call	D. Fink	V. Stroup	Try to find out when mailing went out and to follow up with teams.
12/13/94	Phone call	D. Fink	V. Stroup	Get contact information and make plans for Lisa Stahurski to be in touch with teams.

FACTS/LRE

Family
And
Child
Transitions
into
Least
Restrictive
Environments

COLLABORATIVE TRANSITIONS FOR CHILDREN TURNING AGE 3: WRITING AN INTERAGENCY AGREEMENT FOR YOUR COMMUNITY
R*TAS REGION 2 WORKSHOP

Wyndham Garden Hotel
Schaumburg, Illinois
Thursday, June 8, 1995

MEETING AGENDA

8:30-	9:15	Registration/Transition Quiz
9:15-	10:00	Transition Overview Dr. Lynette Chandler Department of Special Education Northern Illinois University
10:00-	10:30	Legal Issues Related to Transition
10:30-	10:45	Break
10:45-	11:30	Panel Discussion With Those Who Have Written Their Own Agreement Bob Cook, SPARC, Springfield Susie Glisson, Jacksonville LIC Sheryl Gregory, UCPLL, Springfield Brenda Lueke, FACTS/LRE
11:30-	12:00	Introduction to Interagency Agreements
12:00-	1:00	Lunch
1:00-	2:30	Writing Your Agreement (Begin Work!)
2:30-	3:00	Team Reports/Next Steps

FACTS/LRE Project Staff: Dale Fink, Sarah Hadden, Brenda Lueke, Lisa Stahurski

Institute for Research on Human Development

University of Illinois at Urbana-Champaign
61 Children's Research Center, 51 Gerty Drive, Champaign, IL 61820

217. 333. 4123
FAX 217. 244. 7732

COLLABORATIVE TRANSITIONS FOR CHILDREN TURNING AGE 3:
WRITING AN INTERAGENCY AGREEMENT FOR YOUR COMMUNITY

R*TAS REGION 4 WORKSHOP, PART II

RAMADA INN
MOUNT VERNON, ILLINOIS
THURSDAY, FEBRUARY 9, 1995

MEETING AGENDA

8:30- 9:00 am	Registration-- R*TAS Region III staff
9:00-10:00 am	Introduction/Icebreaker/Team Reports of Progress-- Mike Wischnowski
10:00-11:35 am	Teams will work individually on their agreements-- FACTS/LRE staff available to help facilitate as needed.
11:35-11:45 am	Brief reports from each group.
11:45- 12:45 pm	Lunch
12:45- 1:15 pm	Good Ideas and Practices-- Dale Fink
1:15- 2:00pm	Teams will work individually on their agreements-- FACTS/LRE staff available to help facilitate as needed.
2:00- 3:00pm	Getting the Agreement Signed/ Next Steps/ Transition Quiz/ Evaluation/ Closure

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FACTS/LRE Staff Present: Mike Wischnowski, Sarah Hadden, Dale Fink, and Helen Bair

FACTS/LRE

Family
And
Child
Transitions
into
Least
Restrictive
Environments

COLLABORATIVE TRANSITIONS FOR CHILDREN TURNING AGE 3: WRITING AN INTERAGENCY AGREEMENT FOR YOUR COMMUNITY

REGIONAL FORUM FOR WEST CENTRAL INDIANA

WEDNESDAY, APRIL 26, 1995
(Part 2 of a 2 part training)

MEETING AGENDA

8:30	Registration
9:00	Welcome back, Team Reports of Progress Discussion of process or content issues
9:45	Teams work on their agreements; FACTS/LRE staff circulate and help facilitate as needed
11:30	Brief updates from each team
12:00	LUNCH
1:00	Some good ideas and practices to consider Getting the agreement signed
1:30	Reprise of "Transition Quiz"
2:00	Next Steps planning Evaluation Teams may continue to work on agreements, with FACTS/LRE support as needed
3:00	End

FACTS/LRE Staff Present: Dale B. Fink
Sarah Hadden
Brenda Lueke

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Workshops and Presentations
Specific to Technical Assistance Efforts
June, 1993 - August, 1995

Date	Presenters	Topic	Site	# of Attendees	Ratings, Comments, Outcomes
6/16/93	Dale Fink, Susan Fowler & Helen Bair	Supporting Successful Transitions	SMA	30	Excellent
10/22/93	Helen Bair & Dale Fink	Current Status/How FACTS/LRE Can Provide Assistance	PrimeCare	12	
11/19/93	Dale Fink & Lynette Chandler	Current Status	Archway & Tot's Territory	6	A very active, participatory meeting. Very rich dialogue.
11/19/93	Susan Fowler & Mike Wischnowski	A Forum on Transition Planning: Early Intervention To Preschool	SMA	37	Overall: 4.6 (5 point scale)
3/17/94	Dale Fink & Mike Wischnowski	Preschool Transitions	Crossroads	21	Overall: 4.7 (5 point scale)
3/25/94	Lynette Chandler	Family Participation in Transition	Archway & Tot's Territory	4	
4/20/94	Dale Fink	Interagency Agreements	Crossroads	25	Overall: 4.6 (5 point scale)
6/2/94	Dale Fink, Mike Wischnowski & Sarah Hadden	Interagency Agreements	Crossroads	20	Overall: 4.5 (5 point scale)
9/30/94	Dale Fink & Mike Wischnowski	Linking Children, Families, and Service Providers	PEIP	35	Overall: 4.4 (5 point scale)
10/17-18/94	Dale Fink, Helen Bair; Lisa Stahurski	Natural Settings and Least Restrictive Environments for Children with Special needs from Birth to Age Five	KITS/Kansas University Affiliated Programs	45	Overall: 4.5 (6 point scale)

11/3/94	Susan Fowler, Mike Wischnowski, Dale Fink, Sarah Hadden, Lynette Chandler, Lisa Stahurski,	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	R*TAS Region 3	60	Overall: 4.2 (5 point scale)
11/17/94	Sarah Hadden	Findings of Parent Interview, Recommendations for DSC, and preschool programs were made.	C-U Birth to Five Council	17	
12/6/94	Dale Fink	Signing of Interagency Agreement, review and where we are going next.	Marion County First Steps Council	25	
12/6/94	Dale Fink & Mike Wischnowski	What happens to children who are in early intervention but are not eligible for special education at age three.	First Steps/Step Ahead and Blumberg Center of Indiana State University	30-35	
12/9/94	Mike Wischnowski, Sarah Hadden	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	R*TAS Region 4	69	Overall: 4.2 (5 point scale)
1/12/95	Mike Wischnowski; Dale Fink; Sarah Hadden; Brenda Lueke; Lisa Stahurski	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	R*TAS Region 3, Part II	37	
2/12/95	Mike Wischnowski; Dale Fink; Lisa Stahurski	CollaborativeTransitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community Part II	R*TAS-Region 4, Part II	52	Overall: 4.2(5 point scale)
2/17/95	Lynette Chandler; Mike Wischnowski; Sarah Hadden; Brenda Lueke	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community Part II	R*TAS Region 1	95	Overall: 4.4(5 point scale)

3/01/95	Mike Wischnowski; Dale Fink; Sarah Hadden; Brenda Lueke	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	Greater Lafayette Area Special Services(GLASS) and Great Lakes RAP	40	Overall: 4.2(5 point scale)
4/21/95	Lynette Chandler; Mike Wischnowski; Sarah Hadden; Brenda Lueke	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community Part II	R*TAS Region I	83	Overall: 3.7(5 point scale)
4/26/95	Dale Fink; Sarah Hadden; Brenda Lueke	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community Part II	Greater Lafayette Area Special Services (GLASS) & Great Lakes RAP	29	Overall: 4.2(5 point scale)
5/11/95 &5/12/95	Lisa Stahurski	Natural Settings & Least Restrictive Environments for Children with Special Needs from Birth to Age Five	KITS/Kansas University Affiliated Programs	40	
6/08/95	Sarah Hadden; Brenda Lueke; Lisa Stahurski; Lynette Chandler	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	STARNET, Region 2	60	Overall: 3.7(5 point scale)
6/29/95	Dale Fink	Planning Family-Centered Transitions for Children Turning Three	Texas Educational Service District, Region X	35	
8/22/95	Brenda Lueke; Sarah Hadden; Mary Donegan	Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for Your Community	STARNET Region 2, Part II	27	Overall: 3.9(5 point scale)
8/24/95	Dale Fink	Eavesdropping on Pinocchio's Case Conference: Does A Wooden Boy Belong in a Special Education Classroom or a Community Setting?	Regional Forum, Northeast Indiana	50	

Appendix B

Outcomes of Technical Assistance in Writing Interagency Agreements

1. List of Illinois and Indiana teams, with current status of interagency agreement on transition

2. Three sample agreements completed by teams that attended FACTS/LRE training

ILLINOIS & INDIANA
TECHNICAL ASSISTANCE SITES
FACTS/LRE

ILLINOIS

LIC TEAM #	STAR Net REG #	COUNTIES REPRESENTED	STATUS OF I.A.
#1	Reg I	Winnebago, Boone, Ogle	Written
#3	Reg IV	Perry, Jackson, Union, Johnson, Pope, Hardin, Alexander, Pulaski Massac	Written
#4	Reg II	Aurora	Written
#5	Reg IV	St. Clair, Monroe, Randolph	Signed
#7	Reg III	Coles, Cumberland, Douglas, Shelby	Signed
#11	Reg III	Vermillion	Signed
#12	Reg II	Evanston	
#13	Reg II	GIC S Cook (SMA)	Written
#14	Reg II	Libertyville	
#15	Reg IV	Wayne, Edwards, Wabash, Hamilton, White, Saline, Galatin	Written
#17	Reg I	Rock Island, Mercer	Written
#19	Reg II	Villa Park (W Cook Co)	
#20	Reg IV	Clinton, Marion, Washington, Jefferson, Franklin, Williamson	Written
#21	Reg I	Knox, Warren, Henderson	Written
#22	Reg III	Clark, Edgar	Written
#23	Reg III	Kankakee	Written
#24	Reg III	Livingston	Written
#26	Reg I	Fulton, McDonnough	Written
#29	Reg III	Macon, Piatt, Moultrie, Dewitt	Written
#30	Reg I	Jo Daviess, Stephenson, Carroll	In-process
#31	Reg IV	Madison	Written
#32	Reg IV	Bond, Christian, Fayette, Macoupin, Montgomery	Written

LIC TEAM	STAR-Net REG #	COUNTIES REPRESENTED	STATUS OF I.A.
#33	Reg I	Will, Grundy	Signed
#34	Reg II	Riverside	
#36	Reg I	LaSalle	Written
#37	Reg II	Woodstock	
#38	Reg IV	Clay, Crawford, Effingham Richland, Jasper, Lawrence	Written
#39	Reg I	Bureau, Putnam, Marshall	In-process
#40	Reg II	Des Plaines	Written
#41	Reg III	McLean	Signed
#42	Reg IV	Whiteside, Lee	Signed
#43	Reg III	Cass, Morgan, Scott	Written
#44	Reg IV	Jersey, Greene, Calhoun	In-process
#45	Reg I	Henry, Stark	Signed

INDIANA

TEAM #	REG	COUNTIES REPRESENTED	STATUS OF I.A.
#1	West Central	Newton, Jasper, Benton, White, Carol	Signed
#2	West Central	Tippecanoe	Written
#3	West Central	Warren, Fountain	In-process
#4	West Central	Clinton, Boone	

F.A.C.E.S.

INTERAGENCY AGREEMENT OF TRANSITION

Purpose Statement

We recognize that a transition from early intervention to an early childhood program is a major event in a child's life. The intent of this agreement is to promote a seamless service delivery system at this transition stage for young children with special needs and their families living in Sangamon, Logan, Mason and Menard counties. It is our intent that this agreement will be family-focused, will reduce any anxiety of children and families facing this transition, and increase collaboration among those providing services. This agreement will establish predictable guidelines for agencies to follow. Our commitment is to keep each other well-informed, to avoid duplication of effort, to close gaps in service delivery, and to ensure that needs and aspirations of families and children are at the center of each child's transition.

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Throughout this agreement, reference will be made to the referring agency and the receiving agency. For the purposes of this agreement, the referring agencies include the following:

Springfield Association for Retarded Citizens (SPARC, Inc.)
United Cerebral Palsy of Land of Lincoln (UCP-LL)
Springfield Urban League-Project Personal Best

The receiving agency for this agreement will be:

Springfield School District #186
Sangamon Area Special Education District
Tri-County Special Education Association
Tazewell-Mason Cooperative Special Education

SECTION I

ACQUAINTING FAMILIES WITH PROCEDURES, ISSUES AND RIGHTS

Initially informing the family

The referring agency will inform the family about the transition that takes place at age three, from the time they first begin providing early intervention services and will continue to discuss this subject periodically as the time for the transition draws nearer.

Providing more formal information to the family

Although parents will receive information from the beginning of service delivery, the referring agency will formally acquaint families with procedures, issues, legal rights and the spectrum of program options, no later than when the child turns 30 months. Parents may receive information earlier as deemed appropriate. Parents will receive written information about early-childhood special education services in their school district, as well as other community based programs. Parents will be informed that some programs listed may not be available in their area or may have criteria not suitable for their child and can make an informed decision based on these facts.

Amending Individual Family Service Plans (IFSPs) to include transition plans

IFSPs will be amended to include transition plans when the child turns 30 months. Parents will work jointly with the transition team to develop the plan.

SECTION II
TRANSMISSION OF INFORMATION FROM REFERRING TO RECEIVING AGENCIES

Forwarding names of potentially eligible children for "Child Find"

To comply with federal guidelines for schools, the referring agency will request parental consent to release information to the receiving agency about the child's name, address, date of birth and suspected disability as soon as the child begins early intervention.

The receiving agency "Child Find" list will be reviewed annually by the referring agencies and names removed when children are no longer receiving/eligible for EI services. This list will be sent by the end of November each year from the receiving agency to the referring agency, and will be returned by January 15.

Forwarding more detailed information

At age 30 months, the referring agency will obtain consent to release the most recent IFSP, the assessment summary, and developmental assessments completed at or near 30 months. Related service evaluations performed by the referring agency and any other information generated by the referring agency that the parents wish to include will also be forwarded. Parents have the option of obtaining and including independent evaluations.

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To insure informed consent parents and guardians will have an opportunity to review what exactly will be shared with the receiving agency. This will be communicated to parents and guardians in their primary language. Parents and guardians will be invited to add or rescind information they would like to send to the receiving agency. Parents will be informed about how to rescind the release form at any time.

Forwarding information not generated by the referring agency

Related service evaluations not performed by the referring agency cannot be legally re-released. The referring agency will ask parents to sign the receiving agencies' consent form, in order for the receiving agency to directly request and obtain to obtain those evaluations. These consent forms will also be forwarded at age 30 months.

Final review of the IFSP

A summary form will be available at the Multi-Disciplinary Case Conference (MDC) to update the child's progress on the latest IFSP. A representative(s) from the early intervention agency will be invited to attend the MDC.

SECTION III

THE MULTIDISCIPLINARY CASE CONFERENCE

Convening the multidisciplinary case conference (MDC)

The receiving agency will notify the parent or guardian, a representative(s) of the referring agency, advocates and surrogates (if applicable), and individuals who have conducted evaluations outside of the receiving agency regarding the date and time of the MDC, in writing, 10 working days in advance when possible, recognizing that schools are required to give 10 calendar days. Notice to the referring agency will be addressed to the person making the referral and the envelope will be labeled "staffing notice".

SECTION IV

SELECTION OF PROGRAM PLACEMENTS FOR ELIGIBLE CHILDREN

Current federal regulations require that receiving agencies provide and fund services for the child in the least restrictive environment as identified on the individual education plan (IEP) upon his or her third birthday. We recognize that resources immediately available may not match all of these identified needs. When this happens, the participants at the IEP will:

1. adhere to the IEP implementation timeline;
2. review information about the child's needs;
3. consider the continuum of services currently available in relation to the child's needs;
4. determine on a case-by-case basis, an individual, interim plan to provide services for the remainder of that semester and/or summer.

To be implemented, the plan must be approved by the parents, the school district and other identified service providers.

SECTION V

PREPARING CHILDREN AND THEIR FAMILIES FOR THEIR TRANSITIONS

Functional goals

The referring agency will include (as appropriate on the transition plan of the IFSP functional goals that may assist the child and family in a smooth transition to the receiving agency. (Examples of functional goals include: visiting school playground, creating play group experiences, anticipating schedule changes and other tips to assist parents in preparing child for change).

Visits to new setting(s)

Where feasible, the receiving agency will hold an open house prior to school starting in the fall to acquaint child and family to school and school staff. At other times of the year, parents will be invited at the preschool screening to make an appointment to visit possible program options. The referring agency may offer to accompany parents on visits to these potential program sites. This may be done in lieu of or in addition to a home visit. Parents may invite a support person to accompany them on these visits.

Communication between direct service staff from referring and receiving agencies

An open line of communication between referring and receiving agency staff will be maintained. Early intervention specialists will visit or follow each child's new placement after the transition. With parent permission, the classroom teacher may call early intervention specialists to discuss problems in a child's adjustment to a new setting.

The option of a social event and/or a joint inservice between referring and receiving agency staff will be explored by all agencies involved.

SECTION VI
MECHANISM FOR MONITORING THE AGREEMENT

A transition committee, consisting of no less than one parent and representatives of each participating referring and receiving agency, will be formed as a standing committee or task force of F.A.C.E.S. local interagency council to review and monitor the agreement.

The committee will meet at least two times each year. Members of the committee will collect data from participating programs and from families who have experienced the transition regarding their satisfaction with the process. Parties to the agreement may bring to the attention of committee members at any time information was to whether the letter and spirit of the agreement are being respected and carried out.

The transition committee will report to F.A.C.E.S. the results of data collected and/or problems brought to their attention. Members of the committee may propose changes in the agreement and explain their rationale for these changes.

Signature Sheet

This agreement represents our first effort at writing an interagency agreement on the topic of the transition from early intervention to early childhood programs. This agreement will begin on August 15, 1994 and will be reviewed and renewed annually. The following agencies agree to participate:

Donna M Lyons (name & title)
Springfield Public School District #186 9/26/94 (organization & date)

Brenda L. Yarnell, Ph.D. Executive Director (name & title)
United Cerebral Palsy of Land of Lincoln (organization & date)

John Dittbrenner Director Spec Educ. (name & title)
TRICSEA Tazewell - Mason Spec Educ Assoc 9/27/94 (organization & date)

Carlissa L. Puckett, Executive Director (name & title)
Springfield Assn. for Retarded Citizens, Inc 9-28-94 (organization & date)

Howard R Veal Jr President Springfield Urban League (name & title)
Springfield Urban League 9/28/94 (organization & date)

Donald R Rohrig, Executive Director (name & title)
Sangamon Area Special Education District 10/2/94 (organization & date)

James L Carstens (name & title)
Tri County Special Educ Assn 10/2/94 (organization & date)

Appendix A

The following are notes taken at the meeting held on July 21, 1994. The team members developed potential goals for the transition committee as well as a list of possible options for non-traditional placements.

Goals for transition committee:

1. Develop written information about program options in Sangamon & Menard Counties.

2. The transition committee will assist and make recommendations for creative and nontraditional program options such as private preschools or daycare facilities.

3. To evaluate the efficacy of the agreement. The committee will gather information from the parties to the agreement as well as consumers (i.e. parents).

Non-traditional options for short-term interim services generated by meeting participants:

1. Private preschools
2. Park district programs
3. Head Start/Early Start
4. Summer school programs such as SPARC (2x week-AM/PM)
5. Home daycare providers
6. Family daycare
7. Early intervention paid for by Part B
8. Day care centers
9. Project Personal Best
10. Flexible scheduling within schools
11. Rented space in private schools

APPENDIX B

These questions raised by signers should be addressed by the transition committee as part of the review process in preparation for the 1995-96 agreement signing. Signers should feel comfortable adding to this list at any time by writing directly on this page or by sending written comment at any time to the council coordinator.

1. Given that the intent is to provide full and appropriate services as quickly as possible, and in accordance with all applicable regulations, what is meant by "short term" in reference to the interim plan for alternate services?

2. When a parent has tentatively agreed to an interim plan, what is their right of appeal and process for making changes to address identified points of discomfort and/or dissatisfaction with that setting?

3. At what point(s) in the (school) year should the transition team review meetings occur?

4. Under Illinois state law, what is the definition of "service provision" in relation to the occurrence of the child's third birthday. Assuming timely referral (at or before 2 yrs., 9 months), is commencement of the assessment/evaluation process, or the actual commencement of educational services and/or therapies considered to meet this requirement?

5.

6.

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APPENDIX C

These tasks remain before the task force in order to fulfill the terms of this interagency agreement. Signers may be aware of others, and should feel free to communicate that by writing directly on this page, or sending written comment at any time to the council coordinator.

1. Develop the forms to be used in reporting to the receiving agencies those children enrolled in Early Intervention services and securing parent permission to do so, as referenced in Section II.

2. Develop the format for collecting data from parents regarding the degree of their satisfaction with transition services, as referenced in Section VI.

3. Develop the referral forms to be used by all participating referring agencies, as referenced in Section II.

4.

5.

M.C.L.I.C.
McLean County Local Interagency Council
P.O. Box 3548, Bloomington, IL 61702-3548 • Ph. 309-827-6272

McLean County Local Interagency Council
Interagency Agreement for Transition

I. Purpose Statement
The intent of this agreement is to assure that a family-focused and systematic process is designed and operationalized for McLean County. The purpose of this system will assist families in their transition from early intervention (birth-to-three) services to other early childhood (three to five) services. This agreement will be based on:

a. The participation and support of families in the transition process.

b. Individual family decisions.

c. Collaboration through communication and the efficient use of resources.

d. Commitment to explore and/or expand services in natural settings appropriate for each child.

e. Quality and timely services.

f. Meeting eligibility requirements of participating agencies.

It is intended that this agreement be reviewed and revised annually in order to meet the needs of children/families in McLean County.

II. Agency Identification
Reference throughout this agreement will be made to the sending agency and the potential receiving agency.

The sending agencies include the following:

a. Parent Infant Connection (PIC) at Illinois State University

The Parent-Infant Connection is an early intervention program serving young children (birth to age five) with documented or suspected visual, hearing and/or physical

II. Agency Identification (continued)

disabilities. All children must be enrolled in the program by age 2 years and 6 months but may continue through age 5. The Parent-Infant Connection provides services in central Illinois to children with disabilities and their families. Parents, teachers and therapists work as a team in developing an Individualized Education Plan (IEP) for children ages 3-5 to maximize his/her growth and development.

b. Services for Parent Infant Child Education (SPICE) of MARC Center

We are dedicated to providing services that respect individual family values, strengths and choice while supporting their children's health, growth, and development between infancy and age three.

c. United Cerebral Palsy of Central Illinois

To promote quality programs and services to persons and their families with cerebral palsy and other developmental disabilities, as well as to prevent and minimize the effects of cerebral palsy.

d. Center on Deafness

The purpose of the Center on Deafness Parent-Infant Education program is to provide parent-infant services on both an on-site and off-site basis, for infants (birth to three years of age) and their families. The primary goal of the service is to assist the parents in understanding the impact of the hearing loss on their child in order that she/he may parent the child in the most effective manner possible. To that end, the parent is offered support groups, groups with deaf adults, communications skill development, knowledge of language development and instruction in behavioral management techniques effective with hearing impaired children. Direct service is offered to the infant, in their home as well as at the Center, to develop visual and auditory awareness, to introduce the child to amplification, and to initiate the development of speech,language and communication. Learning through play is a vital concept developed with each child. Social outings for the entire family encourage communication and social skills. In all situations, the needs of each child and their family are assessed and addressed on an individual basis.

II. Agency Identification (continued)

e. Easter Seal of McLean County

To help people with disabilities achieve independence. Easter Seal provides rehabilitation services; technological assistance; and disability prevention, advocacy, and public education programs.

f. McLean County Health Department

The purpose of the McLean County Health Department is to fulfill the public interest in assuring conditions conducive to good health and providing leadership in promoting and protecting the health of county residents.

The potential receiving agencies include the following:

a. District 87 Bloomington Public Schools

Bloomington District #87 serves children from ages 3 through 5 with identified Special Education needs and children from ages 3 years 3 months through 5 who have been identified as being "at-risk" for school failure. Our mission is to maximize each child's potential to be a self-directed, lifelong learner.

b. Mackinaw Valley Special Education Association

We believe that a coordinated and concentrated effort by parents, community members and Unit 5 staff during the early learning years (3-5) will result in children who are prepared to learn.

c. Tri-County Special Education Association

The Tri-County Special Education Association provides diagnostic services to children three through twenty-one who may have a disability and are enrolled in its member districts (all McLean Public School Districts outside Bloomington and Unit 5). Tri-County member districts provide instruction and related services for students with disabilities. Some districts also provide services for children at risk of school failure.

II. Agency Identification (continued)

d. Heartland Head Start

Acting as a receiving agency Headstart will collaborate with local educational agencies to provide services for families of 3-5 year old eligible children for special education.

e. Parent Infant Connection (PIC) of ISU (refer to II. a.)

III. Effective and Renewal Dates Covered by This Agreement

This agreement will begin effective May, 1995 and will be reviewed annually thereafter.

IV. Transition Procedures

The sending agencies will be responsible for the following events which will take place at 2 years 6 months of age:

a. Acquaint families with the MCLIC Family Transition Folder and alert families of the currently available transition workshops and classes. (Appendix A to follow when complete.)

b. Provide families the opportunity to view available video-tapes of various public school early childhood classrooms, private pre-schools, Headstart, day cares, and public programs, e.g. YWCA, library, etc.....

c. Obtain parent/guardian signature on the "MCLIC Authorization to Exchange Information" form, and retain this form.

d. Submit child's initials, birthdates, strengths, and areas to develop on the "MCLIC Birth to Five Referral" form to the potential receiving agencies.

e. Assist families, as appropriate, in actual site visits to potential settings on a case by case basis.

f. Have amended the IFSP with families to reflect transition goals and objectives.

IV. Transition Procedures

The following events will take place at 2 years 9 months of age:

a. Families have indicated which 3-5 receiving agencies and settings they believe to be potentially appropriate for their child.

b. Sending agencies submit the MCLIC Transition Packet to the identified potential receiving agencies at the monthly MCLIC Student Exchange Meeting. Included in this packet will be the MCLIC Authorization to Exchange Information; Transition Referral form; current IFSP; and ISBE Initial Case Study Evaluation Consent. However, if a child reaches 3 years of age during July, August or early September, the Transition Packet will be submitted at the April MCLIC Student Exchange Meeting.

c. Sending and receiving agencies will coordinate (schedule date, place and staff to be present) a collaborative evaluation. This collaborative evaluation will serve as the exit evaluation of the sending agencies as well as the initial case study evaluation of the potential receiving agencies.

The following events will take place between 2 years 10 months and prior to age 3:

a. The sending agencies will submit the MCLIC Social Development Study and narrative report to the receiving agencies.

b. The sending/receiving agencies will complete a collaborative evaluation which will include an exit evaluation of the sending agencies as well as the initial case study evaluation of the potential receiving agency.

c. The sending and receiving agencies will encourage child visits to potential settings.

d. The receiving agencies will send families the "Parent Guardian Notification of Conference" form indicating the purpose of convening.

IV. Transition Procedures

e. The exit IFSP; initial MDC, determining eligibility and initial IEP meeting(s) will be convened collaboratively. The exit IFSP, the initial MDC and initial IEP documents will be completed based on the collaborative evaluation.

f. The receiving agencies will commence services upon the child's 3rd birthday. However, if a child turns 3 during a school vacation, services will commence when school resumes.

It is understood that these are recommended timelines for events to occur to insure that legal obligations are met. Should there be a need to alter these timelines, agreement will be reached between the individual family, sending/ referring agency and school district involved.

V. Mechanisms for Evaluating This Transition Process

The following events will take place 3 months after the child's transition into the receiving agency. The Transition Committee will:

a. Use the MCLIC Birth-Five Referral Form to identify children/families who have enrolled in 3-5 settings.

b. Survey families/service provider(s) utilizing the MCLIC Family/Service Provider(s) Transition Survey tools.

c. Review the MCLIC Birth to Five Referral Form to assure all procedures have been completed for an effective transition for children/families.

d. Gather on a semi-annual basis, the report of findings from the above documents. Results will be analyzed yearly, and proposed changes will be implemented if needed.

ROCK ISLAND/MERCER COUNTY LIC

PURPOSE STATEMENT

The intent of this agreement is to provide a continuum of services for families with children birth through five who are eligible to receive early intervention services residing in Rock Island and upper Mercer County school districts including the following: Moline #40, Rock Island #41, Riverdale #100, Hampton #29, Silvis #34, Carbon Cliff #36, Aledo #201, Rockridge #300, Sherrard #200, East Moline #37, and Westmer #203.

This agreement will establish predictable guidelines for agencies to follow. Our commitment is to keep each other well informed, to avoid duplication of effort, to close gaps in service delivery, and to ensure that needs and aspirations of families and children are at the center of each child's transition.

Throughout this agreement, reference will be made to the referring agency and the receiving agency. For the purposes of this agreement, the referring agencies include but are not limited to the following:

Birth to Three of the Association for Retarded Citizens of Rock Island County (0-3)
Easter Seal Foundation (ESF)
The Division of Specialized Care for Children (DSCC)
Black Hawk Area Special Education District Parent Infant Education Program (BHASED)
Trinity Rehabilitation Services

The proposed receiving agencies for this agreement will be but are not limited to:

Moline School District #40
Rock Island School District #41
Riverdale School District #100
Hampton School District #29
Silvis School District #34
Carbon Cliff School District #36
Aledo School District #201
Rockridge School District #300
Sherrard School District #200
East Moline School District #37
Westmer School District #203

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SECTION I

ACQUAINTING FAMILIES WITH PROCEDURES, ISSUES, AND RIGHTS

Initially informing the family

It will be the responsibility of the referring agency to inform the family about the transition that may take place when a child turns three years of age. Information will be provided from the time the child first begins receiving early intervention services and will continue periodically as the time for the transition draws nearer.

Providing more formal information to the family

Parents will receive information from the beginning of service delivery by the Early Intervention (EI) provider. This information will include available training and workshops on transition offered locally as well as alternative community resources/services. This information will be confirmed in writing and/or pamphlet form. The receiving district will conduct a thirty month conference which can occur either via telephone or face to face contact. At this time the parents' rights and responsibilities will be fully explained. In addition to a verbal explanation, the parents will receive information regarding their rights in writing through the provision of the Illinois State Board of Education's "Explanation of Procedural Safeguards Available to Parents of Children with Disabilities" and "A Parent's Guide: The Educational Rights of Students with Disabilities." Also, a copy of this agreement will be given to the parents to review. This information will be provided in the parents native language or other appropriate mode of communication used.

Information regarding the school district's continuum of programs will be shared at the thirty months conference and eligibility criteria will be reviewed.

Amending Individual Family Service Plans (IFSPs) to include transition plans

IFSPs will be amended to include transition plans when the child turns thirty months. Parents will work jointly with the transition team to develop the plan.

SECTION II

TRANSMISSION OF INFORMATION FROM REFERRING TO RECEIVING AGENCIES

Forwarding names of potentially eligible children for "Child Find"

To comply with federal guidelines for schools, the referring agency will request parental consent to release information to the receiving agency about the child's name, address, date of birth, and suspected disability as soon as the child begins early intervention.

The "Child Find" list will be updated and reviewed monthly. Referring agencies and names will be removed when children are no longer eligible to receive Early Intervention (EI) services.

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Forwarding more detailed information

By the age of thirty months, the referring agency will set up an initial meeting between parents, educators, and early intervention providers. Also, by this time a consent to release the most recent Individualized Family Service Plan (IFSP), the assessment summary, and developmental assessments completed at or near thirty months will be obtained. Related service evaluations performed by the referring agency as well as any other information that the parents wish to include from said agency will be forwarded. Parents have the option of obtaining and including independent evaluations.

To insure informed consent, parents and guardians will have the opportunity to review exactly what will be shared with the receiving agency. This will be communicated to parents and guardians in their primary language. Parents and guardians will be invited to add or rescind information that they would like to send to the receiving agency. Parents will be informed about how to rescind the release form at any time.

Forwarding information not generated by the referring agency

Related service evaluations not performed by the referring agency cannot be legally re-released. The referring agency will ask parents to sign the receiving agency's consent form so that the receiving agency can directly request and obtain these evaluations. These consent forms will also be forwarded at age thirty months.

Final review of the IFSP

A summary report will be available at the Multidisciplinary Case Conference (MDC) to update the child's progress on the latest Individualized Family Service Plan (IFSP). A representative(s) from the early intervention agency will be invited to attend the MDC.

SECTION III

THE MULTIDISCIPLINARY CASE CONFERENCE

Convening the multidisciplinary case conference (MDC)

Once all of the components of the case study evaluation have been completed, a multidisciplinary conference will be held prior to the child's third birthday to discuss the results of the case study evaluation and determine eligibility for special education programs and/or related services. The receiving district must provide written notification of the conference at least ten calendar days prior to the meeting. This notification will include the scheduled date and time, location, purpose, and participants. Participants should include but not be limited to the following individuals: the parents or guardians, representative(s) of the referring agency, representative(s) of early intervention agencies that have been involved with the child, those individuals who may provide services to the child, those individuals involved in the case study evaluation, and a local education agency (LEA) representative. Parents should be reminded by the early intervention (EI) provider of their right to bring friends or support members to the MDC. If the parent cannot attend, the district will attempt to reschedule the

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meeting at a mutually agreed upon time and date. In addition, the district will provide interpreters at the meeting for parents who do not speak English or are hearing impaired.

SECTION IV

SELECTION OF PROGRAM PLACEMENTS FOR ELIGIBLE CHILDREN

The Multidisciplinary Conference (MDC) establishes the child's eligibility for special education programming. For children found eligible, the Individual Education Plan (IEP) must be developed and implemented by the child's third birthday. The IEP meeting may or may not occur at the same time as the MDC. Resources immediately available may not match all needs identified in the child's IEP. When this happens, the participants at the IEP will:

1. Review the information about the child's needs;
2. Initiate or continue with services currently available through the school district in relation to the child's needs;
3. Determine on a case-by-case basis an individual interim plan to provide services for the remainder of the semester and/or summer.

If a child reaches age three during the summer, extended school year eligibility needs to be determined and must be based on the individual needs of the child, the anticipated degree of learning lost by the child over the summer, and the projected length of time necessary to relearn previously acquired skills or information. Otherwise, the date of initiation of services could be the beginning of the upcoming school year.

SECTION V

PREPARING CHILDREN AND THEIR FAMILIES FOR THEIR TRANSITIONS

Functional goals

The referring agency working together with the family will include (on the transition plan) functional goals that assist the child and family in a smooth transition. Examples of functional goals may include visiting the school classroom, the playground, creating play group experiences, anticipating schedule changes, and other tips to assist parents in preparing their child for change.

Visits to new setting(s)

At thirty months, the referring agency will contact the receiving agency to schedule an appointment with school staff. Following this referral, the referring agency may offer to accompany parents on visits to these potential program sites. Parents may invite a support person to accompany them on these visits.

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Communication between direct service staff from referring and receiving agencies

An open line of communication between referring and receiving agency staff will be maintained. Early intervention specialists will follow each child's new placement after the transition with a phone call or visit. With parent permission, the classroom teacher may call early intervention specialists to discuss problems in a child's adjustment to a new setting.

SECTION VI

MECHANISMS FOR MONITORING THE AGREEMENT

A transition committee, consisting of no less than one parent and representatives of participating referring and receiving agencies will be formed as a standing committee of the Local Interagency Council (LIC) of Rock Island and Mercer Counties to review and monitor the agreement.

A family satisfaction survey (Appendix A) will be developed by the committee and distributed by the early intervention (EI) providers. These surveys will be reviewed by the LIC committee twice a year. Parties to the agreement may bring to the attention of committee members at any time information as to whether the letter and spirit of the agreement is being respected and carried out.

The transition committee will report to the Local Interagency Council (LIC) the results of data collected and/or problems brought to their attention. Members of the committee may propose changes in the agreement and explain their rationale for these changes. These changes may be motioned and voted upon by LIC members. If there are no changes to the agreement, the agreement will be formally reaccepted by participating members every two years.

Appendix A

FAMILY SATISFACTION SURVEY

Please help us to evaluate our transition plan so that we are better able to make transitions smoother for other children and families. All of your responses are confidential. If you wish an individual contact, you may sign your name at the end of the survey. Thank you for your time.

	YES	NO
1. I was an active member of my child's transition team.	____	____
2. I went to an orientation meeting to learn about my child's next program.	____	____
3. The orientation meeting helped me understand more about my child's new program.	____	____
4. Did you receive information about community programs your child might attend or privately run preschools?	____	____

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	YES	NO
5. I visited the programs or classrooms that were possible placements for my child.	____	____
6. I was told about my child's IFSP or IEP meeting far enough in advance for me to make plans to attend.	____	____
7. I took part in my child's IFSP or IEP meeting.	____	____
8. The timelines for my child's transition were reasonable.	____	____
9. Did preschool services start in a reasonable amount of time?	____	____
10. What amount of time passed from the time EI services ended and preschool services started?	_____	
11. School staff members were helpful and answered my questions about transition.	____	____
12. I felt comfortable during the transition meetings and program site visits.	____	____
13. I learned some things I could do to help my child make the move to the new program.	____	____
14. Overall, I felt good about my child's move to the new program.	____	____

15. I'm glad I had a chance to _____

_____

16. I wish I had been able to _____

_____

17. One thing I would be sure to tell other parents of children moving to a new program is

_____

_____

18. Additional comments:

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Appendix C

Dissemination and Public Awareness Activities

1. Summary of one year distribution of each of our first three publications

2. Roster of formal training and presentations conducted at conferences and venues, other than our outreach sites

3. Copies of all five publications in our FACTS/LRE Information Series. (#5 is submitted in pre-publication, photocopied format.)

December, 1993 - December, 1994

Distribution of FACTS/LRE Publication #1:
Interagency Agreements: Improving the Transition Process for Young Children with Special Needs and Their Families

By Type of Organization or Individual Recipient:

Advocates for or family members of children with special needs:	63
Child care providers, centers, Head Start, child care resource & referral, etc.:	15
Birth-through-two, early intervention, etc.:	98
Federal agency or federally funded project:	169
School, special education coop, local educational agency:	282
University or college or community college faculty, project, etc.:	51
State agency or person working statewide on related issues:	131
Local agency other than education	132
Not identified	106
Total	1047

December, 1993 - December, 1994

Distribution of FACTS/LRE Publication #1:
Interagency Agreements: Improving the Transition Process for Young Children with Special Needs and Their Families

By States:

California	1
Colorado	4
Delaware	1
Washington, DC	154*
Florida	2
Idaho	1
Illinois	385
Indiana	163
Kansas	115
Kentucky	2
Louisana	1
Massachusetts	161*
Michigan	1
Minnesota	2
Montana	9
New Jersey	1
North Carolina	12
New Mexico	2
Ohio	1
Oklahoma	1
Pennsylvania	2
South Carolina	1
Texas	5
Utah	1
Virginia	4
Vermont	1
Washington	14
Wisconsin	1
Total	1047

*Numbers for DC and Massachusetts reflect nationwide distribution by NICHCY and Federation for Children with Special Needs.

Distribution of FACTS/LRE Information Series #2 & #3 began in October, 1994 and are expected to follow a similar pattern.

September, 1994 - September, 1995

Distribution of FACTS/LRE Publication #2: Entering A New Preschool: How Service Providers and Families Can Ease the Transitions of Children Turning Three

By Type of Organization or Individual Recipient:

Advocates for or family members of children with special needs:	32
Child care providers, centers, Head Start, child care resource & referral, etc.:	304
Birth-through-two, early intervention, etc.:	70
Federal agency or federally funded project:	15
School, special education coop, local educational agency:	208
University or college or community college faculty, project, etc.:	65
State agency or person working statewide on related issues:	84
Local agency other than education	157
Not identified	249
Total	1184

September, 1994 - September, 1995

Distribution of FACTS/LRE Publication #2:
Entering A New Preschool: How Service Providers and Families Can Ease the Transitions of Children TurningThree

By States:

Alaska	1
Arizona	1
California	13
Colorado	3
Connecticut	1
Washington, DC	4
Delaware	1
Florida	2
Georgia	1
Idaho	1
Illinois	634
Indiana	22
Iowa	10
Kansas	68
Louisana	1
Maryland	1
Massachusetts	12
Michigan	5
Minnesota	5
Montana	3
Nebraska	1
New Jersey	2
New York	4
North Carolina	45
New Mexico	2
Ohio	164
Oklahoma	1
Oregon	8
Pennsylvania	15
South Carolina	1
Tennessee	2
Texas	17
Utah	4
Virginia	4
Vermont	6
Washington	102
Wisconsin	17
Total	1184

September, 1994 - September, 1995

Distribution of FACTS/LRE Publication #3: Facilitating Inclusion in Community Settings: Creating Environments that Support the Communication and Social Interactions of Young Children

By Type of Organization or Individual Recipient:

Advocates for or family members of children with special needs:	26
Child care providers, centers, Head Start, child care resource & referral, etc.:	315
Birth-through-two, early intervention, etc.:	45
Federal agency or federally funded project:	16
School, special education coop, local educational agency:	265
University or college or community college faculty, project, etc.:	51
State agency or person working statewide on related issues:	87
Local agency other than education	154
Not identified	153
Total	1112

September, 1994 - September, 1995

Distribution of FACTS/LRE Publication #3:
Facilitating Inclusion In Community Settings: Creating Environments that Support the Communication and Social Interactions of Young Children

By States:

Alaska	1
California	13
Colorado	5
Connecticut	1
Washington, DC	6
Delaware	1
Florida	4
Georgia	3
Idaho	1
Illinois	606
Indiana	22
Iowa	10
Kansas	66
Maine	1
Massachusetts	11
Michigan	6
Minnesota	5
Montana	2
New Jersey	3
New York	2
North Carolina	44
New Mexico	2
Ohio	64
Oklahoma	1
Oregon	8
Pennsylvania	15
Tennessee	3
Texas	17
Utah	3
Virginia	4
Vermont	5
Washington	158
Wisconsin	19
Total	1112

Workshops and Presentations
Other Than Technical Assistance Sites
June, 1993 - July, 1995

Date	Presenters	Topic	Location	# of Attendees	Ratings, Comments, Outcomes
6/24/93	Dale Fink	Preservice Training	Migrant Head Start Marion, IN	140	4.2 content, 4.2 format (5 point scale)
10/27/93	Dale Fink	Leadership Training for Illinois Facilities Fund on Inclusion of Children with Special Needs in Child Care Settings	Illinois Facilities Fund and Illinois Planning Council on D.D., Chicago, IL	15	
11/11/93	Dale Fink	Report from the Inclusion Front	NAECY Annual Conference, Anaheim, CA	25	
12/13/93	Dale Fink & Mike Wischnowski	Transitions - Poster Session	DEC, San Diego, CA	50	
3/3/94	Susan Fowler	SE Regular Education	KDEC, Wichita, KS	46	Overall: 4.7 out of 6
3/4/94	Susan Fowler	Strategies on Inclusion of Children with Disabilities in Community Child Care Settings	KDEC, Wichita, KS	150	Overall: 5.2 out of 6
	Lynette Chandler	Plan for Transition	R*TAS, Spring Valley, IL	25	Overall:4.0 out of 5
3/5/94	Susan Fowler	Developmentally Appropriate Practice Vs Individually Appropriate Practice:What's the Debate (with Sue Bredekamp)	KDEC, Wichita, KS	200	Overall: 5.2 out of 6
3/24/94	Dale Fink	Inclusive Child Care	Indiana Parent Information Network, Indianapolis, IN	90	Overall: 8.1 out of 10
4/7/94	Mike Wischnowski	Managing Conflict on Local Interagency Councils	CEC, Denver, CO	50	
4/11-12/94	Susan Fowler, Dale Fink, Helen Bair	Inclusion Leadership Training	Illinois Planning Council on Developmental Disabilities, Urbana, IL	25	Overall: 4.625 out of 5
4/28-29/94	Helen Bair & Dale Fink	Inclusion Leadership Training	Illinois Planning Council on Developmental Disabilities, Mt. Vernon, IL	15	Overall: 4.4 out of 5

5/10-11/94	Helen Bair & Dale Fink	Inclusion Leadership Training	Illinois Planning Council on Developmental Disabilities, Oak Brook, IL	35	Overall:
6/30/94	Dale Fink	Inclusion of Children with Special Needs in Child Care Settings	Child Care Plus, Fairfax County Office for Children, Fairfax, VA	20	
7/30/94	Susan Fowler & Vicki Rowe	Transition Strategies for Parents	Illinois State Board of Education, Decatur, Il	45	
7/31/94	Sarah Hadden	Families Building the Future	Illinois State Board of Education, Decatur, IL	40	
8/3/94	Susan Fowler	Purpose & components of interagency agreements	State Conference for Directors of Special Education, Springfield, IL	150	
1/23/95	Susan Fowler	Overview of FACTS/LRE Project	NEC*TAS 619 State Coordinators	35	
4/6/95	Susan Fowler; Dale Fink; Mike Wischnowski; Sarah Hadden	Framework on age 3 transitions, purpose and contents of interagency agreements; parental perspectives; logistical issues involved in expanding the LRE options	CEC Annual Conference, Indianapolis, IN	80	
5/31/95	Lynette Chandler	Building Successful Transition in Early Childhood Special Education	Illinois ARC	20	
6/19/95 & 6/20/95	Mike Wischnowski	Overcoming Barriers to Service Delivery in Inclusive Settings	Pensacola, FL	24	
7/10/95	Susan Fowler; Sarah Hadden	Informational Rounds; Overview of Project Model	National Transition Forum, Lexington, KY	9	
7/21/95	Dale Fink	Creating Partnerships with Community Setting to Serve Three to Five Year Olds	Choices/Early Choices Summer Institute, Springfield, IL	25	
7/30/95	Sarah Hadden; Mary Beth Vasquez	Your Child's Transition From Early Intervention or Preschool: Let's Get Involved!	ISBE, LIC Parent Leadership Conference, Springfield, IL	18	
7/30/95	Brenda Lueke; Kathy Jensen	Your Child's Transition From Early Intervention or Preschool: Let's Get Involved!	ISBE, LIC Parent Leadership Conference, Springfield, IL	15	

7/31/95	Dale Fink; Susan Fowler; Linda Blong	Family Centered Transitions for Children Turning Three	Partnerships for Progress Conference, Arlington, VA	25	Overall: 4.0(5 point scale)